Remote learning task force, Panel #1

June 18, 15:00 - 16:30

Attendees:
Sharon Abramowitz
Andria Gross
Ilya Rifkin
Kenann McKenzie
Lisa Gurdin
Lisa Wisman Weil
Mariah Nobrega
Ola Ozernov-Palchik
Sarah Geldart
Shahar Abramovitch
Susan Wolf Ditkoff

Self-introductions by the attendees
Agenda of this meeting, recurring schedule (thursdays 15:00-16:30)
Some overview of the Open Meeting Law requirements:

      Training available

      need to declare financial conflict of interest

      Where to email forms/certificates about having taken the training - to Sharon or Susan

      Mtg announcements are posted on the town website (i.e. https://www.brooklinema.gov/AgendaCenter/School-Committee-67/)

      Materials to be made public are all documents shared in the meetings, meeting minutes, vote results

      Requirements of quorum, audio, roll call

      Minutes to be approved at the following mtg

      Keep all discussion public (i.e. don't continue them in facebook groups, etc)

Panel organization, where do we fit between the school committee,
and the school superintendent having three scenarios (beck to school, hybrid, remote)
Our role is to advise the school committee, but the DSC guidelines (yet unknown) will put additional
constraints on which part of our recommendations might be possible to implement
Q: (Lisa W) When will the DSC make its guidelines?
A: We don't know yet
Q: (Lisa G) What happens when there is overlap between panels?

A: Chairs share in Friday 9:30 - 11:00 morning meetings

Q: (Ilya) Is there anything that connects towns (i.e. we do this for Brookline, do towns leverage each other's expertise)

A: (Sharon) Towns are connected at the level of superintendents

Slide on specificity of our panel

       Current academic questions

              What are ed. structures needed for RTI framework? (RTI=response to instruction)

       What methods of instruction are families expecting to see? How to support access for all families?

       What common experiences do families expect for students?

There was a survey in remote learning, but we lost the person who was to analyze the data. Can we get the data?

We may have to come up with our own survey if we need data that is not available

Q: (Lisa G) Were the teachers given the survey too, and can we get that data?

A: (Sharon) We don't know yet

Discussion of the "last mile", i.e. the final delivery of material, a portion of learning has to now happen
at home and delivered by parents, unlike the usual situation when delivered by teacher. This is in connection with teacher buy-in on our recommendations: normally they'd have to buy in, period, but in the current
situation, if the parents hold more responsibility for the last mile, they should have more leverage.

Q: (Shahar) Parents also need help understanding what the teachers expect them to do. Feeding of content vs giving a mission.

A: (Kenann) We should get our hands on the survey (of the remote learning experience) data, it might have answers for this question.

A: (Lisa G) principals probably have the survey responses.

A: (Ola) One potential problem with survey is that it was self-selective (only the ones who wanted to reply did), so might be skewed

A: (Susan WD) We can't assume that the family can deliver the last mile, some will not be able to.

A: (Mariah) Panes #2 is tasked with supporting the academics

A: (Lisa W) Need more touch points from teachers to families, to communicate how the student is doing

Q(Shahar) What about English learning? Remote learning exacerbates the problem. Is ELE included in items our panel will work on?

A: (Sharon A) Yes
A: (Sarah G) There is catching up to do in ELE, as well as students with other specialized needs. Originally people thought that
the fall would be back to normal, so catching up would be easy. Does not seem to be the case.

ADDITIONAL QUESTIONS
Hidden curriculum (things that are explained in class but not generating any kind of a traceable record)
Teacher's jargon - parents need to be trained on it
Parents have different levels of availability
Q: (Igor) aside from the hidden curriculum, is there the un-hidden curriculum that is visible, so that parents can see
what is currently being studied in class?
A: (Susan W) No, there are learning objectives, but the implementation of how to achieve is up to the teacher (HS is more uniform than K-8)
A: (Lisa W) There are curriculum coordinators that have some say on how the learning objectives are achieved

Q: (Sarah G) the younger the kids, the less appropriate remote-only learning is for them

Kenann shared the curriculum overview page.

Prep for next meeting - Lisa G will try to prepare Qs ahead of time so that the subgroups can get formed faster.

Q: (Lisa W) What are our deliverables?
A: (Sharon A) We are waiting for directives from the state, right now we are autonomous,
so we have an opportunity to brainstorm what we can do before we are told to. Develop short documents, recommendations, share current state of research, etc.

Links shared by Sharon A:
https://www.brookline.k12.ma.us/Page/164
https://sites.google.com/psbma.org/psbextendedlearning/home

A: (Andria G)
The district learning objectives are sorted by grade and subject level on the district website,

but it needs some updating.

For example, grade seven social studies was changed, but the document does not reflect the changes.